

6 month update 11/10/04
12 month update 5/10/05
Closed 5/17/05

Parkston School District Improvement Plan/Progress Report Form

Principle 1: General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:17:03 Annual report of children served.

The district does not have documentation to verify services were being provided to one student listed on the district's 2002 child count. Interviews also confirmed there was not an IEP in effect on December 2, 2002 for this student. The Department of Education will withhold from the district the Individuals with Disabilities Education Act federal funds for the misclassified student.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district has established procedures for collecting, maintaining and reporting accurate child count data.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students reported on the child count will have an IEP in effect on December 1st of the reporting year.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

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<p>1. What will the district do to improve? Monthly written reminders will be sent to special education staff to submit completed child count updates and front page of the IEP to the Special Education Director upon dismissal from an IEP or initial placement, or placement following transfer from another district or agency.</p> <p>What data will be given to SEP to verify this objective? This process is currently in place and the data can be verified on SIMS child count report. The district will provide SEP with a verification statement of teacher training and ongoing documentation.</p>	Ongoing	Special Education Staff Special Education Director	Met 11/19/04	
<p>Please explain the data (6 month) The special education staff has received monthly reminders through email reminding them to submit the front page of any IEP meeting held during the past month if not previously submitted upon completion of the meeting. The IEP front page serves as documentation of any student initially placed, dismissed or transferred in to the district from another district or agency. This allows the SIMS secretary to verify the current record of any student on a current IEP. Special education staff has been informed of the continuing process through department meetings, memos, emails and 1:1 meetings with the special education director.</p>				
<p>Please explain the data (12 month) Met 11/19/04</p>				
<p>2. What will the district do to improve? Students reported on the December 1st child count will have an active IEP in place.</p> <p>What data will be given to SEP to verify this objective? Each special educator will cross check their caseloads against the SIMS report and verify accuracy at the end of the 6 month reporting period. The total number of students receiving services and the number of accurately reported will be sent to SEP.</p>	Ongoing	Special Education staff Special Education Director	Not Met 11/19/04 More Data Needed	Met 5/17/05

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Please explain the data (6 month)

Each special educator has completed a list of their caseload. Using the special educator caseload list and a SIMS Net Report, each SIMS record has been verified to reflect the accurate student IEP information.

Please explain the data (12 month)

The special education teachers validated their caseload list. In doing the audit for the December 1 child count, it was found that three students did not have current IEPs of the 62 reported. These students were Our Home students. Typically Our Home students are in crisis and have been in several school districts and placement settings prior to their placement at Our Home. Oftentimes, the educational records are not current and do not reach the Parkston School District with the student's educational records even though a SIMS record has rolled into the enrollment information on the DDN. To alleviate this in the future we have changed the way the records are handled of those students entering the Parkston School District through enrollment to Our Home. The enrollment record will be reviewed by the SIMS secretary, she will contact the case facilitator and they will work together to gain the pertinent records. Until the special education records are received by the Parkston School District, the student's SIMS entry will be removed. Attached you will find the document "IEP Dates" with each student listed on the December 1 child count and the IEP date reflecting the IEP date. In addition to the document, the Parkston School District was notified of a child count audit and submitted the front page of all students IEPs to the SEP earlier this spring.

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Principle 3: Appropriate Evaluation

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:22:03 Certified child

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3-21 inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

Evaluate student:

A student listed on the child count as emotionally disturbed must be reevaluated to determine eligibility under Part B of the Individuals with Disabilities Education Act. The student transferred from Abbott House in Mitchell and is currently placed at "Our Home". The only evaluation available is an achievement test using the Woodcock Johnson-Revised dated 4-11-03.

A student listed on the child count as other health impaired must be reevaluated in the area of achievement as only a developmental test was administered. The child's birthdate is 11-3-96. The current evaluation report includes an intelligence test, motor test, speech and language and a developmental test. The team must meet following completion of achievement testing to consider educational impact and eligibility.

A student listed on the child count as specific learning disability did not qualify for special education and related services as determined by the eligibility guidelines for South Dakota. However, the team decided to complete the IEP team override form. The team must document why standards and procedures used with the majority of students resulted in invalid findings for this student. The monitoring team determined the answer to this question was incomplete.

Evaluation team must meet to consider all information and determine eligibility.

The IEP team must meet to determine eligibility for a student placed on the child count as a specific learning disability. The child does not qualify as learning disabled however, there is information available in the file which suggests the student may qualify as other health impaired. The file refers to medical information but it is not currently in the student file. The team must consider all information and determine the appropriate disability category.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will assure all student files contain a comprehensive evaluation to support placement.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Documentation supporting a child's disabling condition will be maintained by the school district for verification of its annual federal child count.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress

Record date
objective is met

12 month progress

Record date
objective is met

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<p>1. What will the district do to improve? The district will complete a comprehensive evaluation for all students referred for evaluation. What data will be given to SEP to verify this objective? The district will submit documentation for four students listed in the final report as needing immediate attention.</p> <ol style="list-style-type: none"> 1. The district will submit a comprehensive evaluation for student #1. 2. The district will submit a comprehensive evaluation report, which includes achievement testing, which demonstrates educational impact and eligibility. 3. The district will submit a copy of prior notice for and IEP meeting and documentation (override) why standards and procedures used with the majority of students resulted in invalid findings for this student. 4. The district will submit documentation to support Other Health Impaired category for this student. 	<p>Immediately May 20, 2004</p>	<p>Special Education Staff Special Education Director</p>	<p>Met 11/19/04 Document s were sent 5/17/04</p>	
<p>Please explain the data (6 month) This was completed by the district in May, 2004. Documentation has been submitted to SEP.</p>				
<p>Please explain the data (12 month) Met 11/19/04.</p>				

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<p>2. What will the district do to improve? All multidisciplinary evaluations will include documentation to support the child's disabling condition.</p> <p>What data will be given to SEP to verify this objective? The special education staff will review files, report the number of files checked and state the percentage that had completed evaluation documentation to support a child's disabling condition.</p>	Ongoing	Special Education Staff and Special education director	Not Met 11/19/04 Complete additional reviews for 12 month report	Met 5/17/05
<p>Please explain the data (6 month) The special education director reviewed completed files of students involved in a new evaluation or triennial evaluation. The files of eight students currently in the evaluation process were not reviewed at this time. As they are completed, the special education director will review each file. 100% of the files reviewed contained a Multidisciplinary Team Evaluation Report that was completed at the placement meeting to document the child's disabling condition. One of the students evaluated did not qualify for special education services and that was documented as well. Special educators may also use an eligibility worksheet developed from the SEP technical assistance document <u>Determining Eligibility for Special Education in South Dakota</u> to assist in determining a child's disabling condition.</p>				
<p>Please explain the data (12 month) The files of evaluated students were reviewed. The staff currently uses a Multidisciplinary Team Evaluation Report and the SEP technical assistance document <u>Determining Eligibility for Special Education in South Dakota</u> to assist in determining a child's disabling condition. Attached you will find the document "2004-2005 Evaluations" containing a list of students evaluated over the 2004-2005 school year and documentation regarding the inclusion of information to support the child's disabling condition. As reported 27 of 27 files (100%) contained a Multidisciplinary Team Evaluation Report.</p>				

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Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04 Evaluation procedures

The evaluation team must consider a variety of assessment tools and strategies to gather relevant functional and developmental information about the child, including information provided by the parents. Through the review of fifteen student records, the monitoring team found the district staff gathers data from classroom teachers to use as functional information in the evaluation process. During interviews, special education staff reported a lack of understanding concerning gathering and reporting functional assessment. The monitoring team noted a written summary of functional information was not consistently included in the evaluation report or in the present levels of performance. The students' present levels of academic performance, their progress in the general curriculum or development of annual goals and short-term instructional therefore did not link to evaluation.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will include a written summary of functional information in the evaluation report and use this information to develop the IEP.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will ensure that a functional assessment is completed in every area of suspected disability. A written summary of the functional information will be written in the evaluation report and this information will be used to develop the IEP.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? For each evaluation, the special education staff will conduct functional assessments in all areas of suspected disability within the 25 day time frame and summarize the functional data in the evaluation report. What data will be given to SEP to verify this objective? The special education director will complete a spot check of files (2 files from each special education teacher). The director will report the number of files reviewed and the percentage of files, which include a functional assessment report.</p>	Ongoing	Sped Staff and Special Education Director	Not Met 11/19/04 Complete additional spot checks for 12 month report	Met 5/17/05
<p>Please explain the data (6 month) The special education director reviewed completed files of students involved in a new evaluation or triennial evaluation. The files of eight students currently in the evaluation process were not reviewed at this time. As they are completed, the special education director will review each file. Of the six files reviewed, 100% of the files contained evaluation reports with functional assessment information in the areas of suspected disability within the 25 day time frame. Information has been reviewed on what is a functional assessment through department meetings, memos and the SEP technical assistance document <u>Functional Assessment for Special Education</u>.</p>				
<p>Please explain the data (12 month) The files of evaluated students were reviewed. Attached you will find the document "2004-2005 Evaluations" containing a list of students evaluated over the 2004-2005 school year and documentation regarding the use of functional assessments in all areas of suspected disability within the evaluation report. As reported on the chart 27 of 27 files (100%) contained evaluation reports including functional assessments that were completed during the 25 day evaluation timeline.</p>				

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<p>2. What will the district do to improve? The functional assessment will be reported in the present levels of performance and linked to the annual goals and short-term objectives. What data will be given to SEP to verify this objective? The special education director will complete a spot check of files (2 files) from each special education teacher). The director will report the number of files reviewed and the percentage of files, which include present levels of performance and annual goals and short term objectives.</p>			<p>Not Met 11/19/04</p> <p>Complete additional spot checks for 12 month report</p>	<p>Met 5/17/05</p>
<p>Please explain the data (6 month) The special education director reviewed completed files of students involved in a new evaluation or triennial evaluation. The files of eight students currently in the evaluation process were not reviewed at this time. As they are completed, the special education director will review each file. Of the six files reviewed, 100% of the files contained IEPs with functional assessment information in the areas of the child's identified disability. The functional assessment information was included in the present levels of performance and annual goals and short term objectives. The special education director reviewed five additional files of students that had an annual review for their IEP. 100% of the (annual review) files reviewed contained functional assessment information in the areas of the child's disability in the present levels of performance and annual goals and short term objectives.</p>				
<p>Please explain the data (12 month) The files of evaluated students eligible for special education and/or special education and related services were reviewed as well as various spot checks of annual review IEPs to determine if the special education staff was including the functional assessment information within the present levels of performance and annual goals and short term objectives. Of the 24 files reviewed from the evaluations 100% of the files contained present levels of performance included pertinent functional strengths and weaknesses. Additionally, ten more annual IEPs were spot checked and they included functional skills as well. Attached you will find the document "2004-2005 Evaluations" documenting the inclusion of functional assessment information in an eligible student's IEP on the present levels of performance page as well as in the student's goals and objectives.</p>				

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Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:06 Reevaluations

ARSD 24:05:27:01.03 Transition services

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.

Through review of nine files and staff interviews, the monitoring team noted transition evaluations were not administered prior to age 16 to assist in developing transition services and activities.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will administer transition evaluations prior to age 16 to assist with developing transition services and activities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.)

Transitions services and activities will be based on transition evaluations completed prior to age 16.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**6 month
progress**
Record date
objective is met

**12 month
progress**
Record date
objective is met

6 month update 11/10/04
 12 month update 5/10/05
 Closed 5/17/05

<p>1. What will the district do to improve? The district will utilize a student interview form and other transition assessments for students 14 and older.</p> <p>What data will be given to SEP to verify this objective? The special education director will complete a spot check of files (2 files from each special education teacher for transition age students). The director will report the number of files reviewed and state the percentage of files that have completed transition assessment/evaluation.</p>	Ongoing	Sped Staff and Special education director	Not Met 11/19/04 Complete additional spot checks for 12 month report	Met 5/17/05
<p>Please explain the data (6 month) The special education director reviewed completed files of students involved in a new evaluation or triennial evaluation. Of the three files reviewed, 100% of the files contained transition assessment information. The special education director reviewed three additional files of students 14 and older that had an annual review for their IEP. 100% of the (annual review) files reviewed contained student interview forms for transition.</p>				
<p>Please explain the data (12 month) The files were reviewed of all students 14 years and older. The students' files contained transition assessment information. Attached you will find the document "2004-2005 Evaluations" containing a list of students evaluated with transition assessments. As reported 11 of 11 (100%) students completed transition assessments. It was noted that one student that was evaluated will need a transition assessment added to his file prior to his next IEP as he just turned 13.</p>				

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12 month update 5/10/05
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Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of individualized education program

A student's IEP must contain present levels of performance based upon the skill areas affected by the student's identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. In 15 of 22 student files reviewed by the monitoring team, present levels of performance were not linked to functional evaluation and did not contain skill-based strengths, needs or how the disability affects the child's involvement and progress in the general curriculum.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will use functional information to develop the present levels of performance, annual goals and short-term instructional objectives.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The present levels of performance will address all skill areas affected by the student's disability

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

6 month update 11/10/04
 12 month update 5/10/05
 Closed 5/17/05

<p>1. What will the district do to improve? All IEP's will have the required content in the present levels of performance. Each special education teacher/therapist will develop a present level of performance for each skill area they address on the IEP. It will state the specific skill affected by the student's disability and will include the student's strength and needs in the specific skill, and how the disability affects the student's involvement and progress in the general curriculum.</p> <p>What data will be given to SEP to verify this objective? The special education director will spot check 2 student IEP's from each special education teacher for present level of performance content requirements. The director will report the number of files reviewed and state the percentage of files that have the content requirements for present levels of performance.</p>	Ongoing	Sped staff	Not Met 11/19/04 Complete additional spot checks for 12 month report	Met 5/17/05
<p>Please explain the data (6 month) The special education director reviewed the IEP's of six students that have been held since the beginning of the school year. Of the six files reviewed, 100% of the files contained present levels of performance for each skill area addressed in the IEP. The specific skill affected by the student's disability, strengths, needs in a specific skill and how the disability affects the student's involvement and progress in the general curriculum was included. As IEP's are held, the special education director will spot check two IEP's of each special educator for present level of performance content requirements.</p>				
<p>Please explain the data (12 month) Files of 34 students were reviewed. All 34 (100%) present levels of performance addressed each skill area addressed in the IEP. The strengths, needs and how the disability affects the student's involvement and progress in the general curriculum were included as well. Each specific skills area was further addressed through goals and objectives in the IEP.</p>				

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12 month update 5/10/05
Closed 5/17/05

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Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:13:02 Transition Services

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and if appropriate, the acquisition of daily living skills and functional vocational evaluation.

In five student files, no transition information was provided in the present levels of performance. In addition, a transition plan was not written to address the five transition areas on the IEP. Special education staff mentioned transition activities provided such as career assessment, Catch the Wave, Youth Leadership, Vocational Rehabilitation and connections with Lewis and Clark Behavioral Health however, these activities are not documented on the student IEP.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will include transition information in the present levels of performance and develop transition plans in all five areas.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Transition information will be included in the present levels of performance and used to develop transition plans.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress

Record date
objective is met

12 month progress

Record date
objective is met

6 month update 11/10/04
 12 month update 5/10/05
 Closed 5/17/05

<p>1. What will the district do to improve? The district will include information regarding transition in the present levels of performance for transition age students. What data will be given to SEP to verify this objective? The special education director will spot check 2 student IEP's from each special education teacher which includes transition in the present level of performance and transition service areas. The director will report the number of files reviewed and state the percentage of files that have transition included in present levels of performance and those that addressed the transition service areas.</p>	Ongoing	Sped Staff and Special Education Director	Not Met 11/19/04 Complete additional spot checks for 12 month report	Met 5/17/05
<p>Please explain the data (6 month) The special education director spot checked one IEP of a student 16 years and older that had been held this school year which included transition. The transition service areas were included in the present levels of performance. As each annual review of a transition IEP is held the special education director will check the student IEP for transition information.</p>				
<p>Please explain the data (12 month) Eight IEPs were reviewed of students 16 years and older that had been completed during the 2004-2005 school year. 100% of the files contained transition information in the present levels of performance and completion of page 3b within each of those IEPs. It was noted that the team could benefit from generating a list of transition service ideas to include on these pages. Many activities are completed but are not included consistently in the student IEPs. The director will assist in generating that list to use for future IEPs.</p>				